

**The New Teacher Orientation and Training Program
Calgary Board of Education June 2010
&
Northland School Division #61 Beginning Teacher Institute
August 2010**

by

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Abstract

It is always an enlightening experience to observe how ideas around change are executed. The Calgary Board of Education program for inducting new teachers into its system merited some investigation. For a period of six weeks, the authors participated in this process, with a view that, some elements of the program could be used in a similar format in their home school division.

Time was spent planning for a meaningful encounter between the Calgary Board officials and the Northland School Division Leadership team. The stage was set for jurisdictional sharing to occur.

The organizers of the Calgary Induction Program shared the rationale and some of the outcomes of their program. Their rationale was to provide new teachers with a deeper understanding of the services that the Board had to assist teachers in the Special Education and English Language learning area of their system. The orientation was meant to make the new teachers experts in knowing how to access information, both written documents and services from specialist providers employed by the school board. What was shared was an induction program that was meeting the needs of urban teachers with a network of readily available human resources.

**The New Teacher Orientation and Training Program
Calgary Board of Education**

Section 1

Introduction

This report is a composite of several major planning events: the Northland School Division, new teacher orientation - summer institute; The Teacher Supporting Teachers through Mentorship Programming; and the 2010 New Teacher Orientation and Training Program offered by the Calgary Board of Education. An overview of the latter planning event will be the subject of **Section 1** of this report. Since personnel from Northland were full participants in the program, their perspective is presented from a participant observer point of view.

The report will outline the Calgary Board of Education efforts at teacher retention. It will discuss the program, design, its benefits and provide a selection of participants' comments about their experiences. A secondary purpose of the report is to comment on what was learned from the experience of being a participant in the training. Specifically, outlining what was brought back to Northland and how this was utilized will be explained in **Section 2**.

A Brief Review of the Literature

The Canadian Teachers' Federation in a 2003 survey discovered that Canada could be losing 15-20 per cent of new teachers in their first 5 years of teaching. McIntyre (2006) found that up to 20 per cent of first and second year teachers indicated that they would leave the profession within five years. Berg, Donaldson, and Johnson

(2005), Ingersoll and Smith, (2004) commenting on the state of affairs in the United States, concluded that circumstances in that country is heading to a crisis situation, where up to 40 per cent of new teachers leave the profession during their first two years of teaching. School jurisdictions, in Canada and aboard are experimenting with alternative methods of addressing teacher retention and dealing with the attrition problem faced by the education profession.

Since the Northland School Division is not exempt from experiencing a high annual turn over of teachers, a process of inducting and orientating teachers through a summer institute was initiated during the summer of 2010. In a report, Teachers Supporting Teachers Beginning Teacher Institute, (December, 2010, p. 13) a total of 44 teachers were needed to fill all of the vacancies throughout the jurisdiction. This need would suggest that by the end of the 2009 school year, the system had lost approximately 18 per cent of its teaching staff. This percentage of attrition falls within the survey results of the Canadian Teachers' Federation stated earlier.

As jurisdictions address the challenges of providing a quality education to students, they are discovering that the cost of training, hiring, and supporting is much greater than the cost of policies that would keep good teachers in the profession. Salinitti et al, cited two research findings that supported this forgoing premise. The specific studies cited, (Texas Center for Educational Research, 2000) by them came out of the Texas and California experiences. Texas accrued a cost of approximately 329 million dollars a year dealing with teacher attrition. According to the research findings, the cost calculated for each teacher leaving the profession after the first three years was assessed to cost the state \$8000 per new teacher. While, on the other hand; the cost of an

implemented induction program would be \$3500 per teacher. In the case of California, the cost of an effective mentoring program range between \$3500 and \$5000 for each new teacher. Being one of the most successful programs in the United States, the California approach increased retention by 84 per cent. Financial considerations such as these suggest that good induction programs could be very beneficial for school jurisdictions as they counteract the trend of early leavers from their systems.

According to Charles Eastly, (2009) in an Article entitled, *Preparing Tomorrow's Teachers Today*, “.... the leadership of the Calgary Board of Education knows, that quality learning begins with teachers who have the knowledge, skills and confidence to meet the many educational challenges of its students.” A very valuable point made by Eastly in his 2010 Report of the Calgary Program for new teacher orientation, focused on the fact that the system experienced a 90 per cent retention rate. He concluded that this was due to the fact that these teachers felt prepared, confident and excited about teaching and as a result they were dedicated to the CBE for offering them this intensive training as they began their careers. This program will be the subject of discussion.

The Calgary Program of Teacher Orientation and Training

The following overview of the Calgary program will deal with the background and history of the Calgary approach to retention of beginning teachers; it would comment on the program design and process; and will report on the general cohort experience. Much of what is written will be based on what information was gathered while participating as participant and as an outside observer. The information will also be filtered through the eyes of the Program Facilitator, Chuck Eastly. Eastly authored the

Program Evaluation for the 2010, New Teacher Orientation and Training Program which was submitted to the Calgary Board of Education on June 25, 2010. Some 15 days after the program was completed. His report and the comments collected through discussions, evaluations after each workshop/activity, and through a summary evaluation of the entire program administered on the last day of the program, suggest that the program was responsible for enhancing the board's high retention rate of 90 per cent and that the program should be lengthen to 8 weeks. The reader would do well to obtain a full copy of this Program Evaluation.

Background

The Calgary New Teacher Orientation and Training program began its genesis under the leadership of Deborah Lewis, Director of Special Education, Elizabeth Gouthro, Director of Diversity and Linda Angelo, Director, Talent Management and Outsourcing. These individuals were visionaries who felt that the Calgary Board of Education, (CBE) could be a leader in preparing teachers who would have the knowledge, skills and confidence to meet the many educational challenges of it student population. During the first year of implementation in 2008, 25 new teachers participated in the program. In the following year, forty-one eager and dedicated new teachers became the second cohort. The 2010 Cohort consisted of twenty-two teachers. The Calgary Board of Education hires these new teachers on contract for the duration of the program and offers them a one-year probationary contract for the fall.

Benefits

The benefits of the Calgary New Teacher Orientation and Training Program are profound. Beginning teachers learn about the Calgary Board of Education and make valuable connections with system resources and personnel who can support and coach them as they embark upon their new careers. These new teachers are afforded the opportunity to make connections too with experienced educators, and learn from them practical strategies they can use when they take over their own classrooms in the fall. Another important benefit that accrue from the program, lies in the fact that previous participants, as a result of their experience, are able to assume leadership roles in many of the program areas within the school board. In addition, as previously mentioned, the retention rate for teacher-participants graduating over the three years of the program has been 90 per cent.

Program Design

The program is designed to enhance the ability of new teachers to work with some of the CBE's most complex and diverse learners. Participants are given presentations, workshops and strategic placement experiences in a variety of areas. These workshops and presentations were held at several CBE locations throughout the city. The sites included Parkdale Centre, Kingsland Centre, Queen Elizabeth School and the Vision Centre at Captain John Palliser School. Visit to unique settings and programs such as PLP/ALP, Hull, YAP, ADTP, Piitoayis Family School – an exclusively aboriginal facility, Children's Village, William Taylor and George Woods Learning Centre, Discovering Choices and NEXUS provided valuable learning experiences. For a number

of participants, the tours resulted in an expression of interest in teaching in programs and developing skills in areas they had not previously considered. For others, there was a sense of admiration for those committed to working with populations that are complex such as the Christine Meikle School.

The program was designed to support and celebrate diversity and prepare beginning teachers to work with a variety of learners. Teachers with an interest in special education were offered this opportunity to be immersed in professional development in the areas of autism, mental health, learning disabilities, working with English Language Learners and Aboriginal students, behavior and classroom management. Techniques and methods of assessment in planning for student learning as well as hands-on experience with innovative technologies used to enhance teaching and learning were included in the design and delivery.

Length

In the initial concept, the program was designed for a 10-week course. However, for the 2010 session the length of time was shortened to 7-weeks. Given the level and quality of content, an 8-week program structure was thought to be long enough to accommodate the many topics and experiences seen as essential to maintaining the effectiveness of this valuable initiative (Eastly, 2010). Eastly, suggests that the 8 weeks would allow adequate time for workshops, presentations and site tours. This still allowed time for valuable school placement experiences. Participants' comments also echoed the need for a longer program as they suggested that some sessions were too rushed or too short and that a few essential topics were missed. A good balance between in-school

experiences and professional development activities and presentations is essential. Eastly states, that positive comments on both the workshops and school placements indicated a need to include and balance these two major aspects of the program.

Placements

All of the participants were placed for the most part in the school sites that were on the roster for whole group formal visits. Placements included programs such as PLP/ALP, Hull, YAP, ADTP, William Taylor and George Woods Learning Centre, Discovering Choices, NEXUS and Christine Meikle School. The placement process began first with Human Resources. An email was generated by this department of the CBE, and sent out to all participating principals. Secondly, personal contact was made with the school leadership by the program facilitator, once placement was determined. This two-step approach allowed principals a chance to ask questions and clarify the roles of the participants in the placement. In addition, the process elevated the status of the participant from student teacher or school volunteer to that of qualified teacher under contract.

The participant observers were afforded the unique opportunity to job shadow CBE specialists as they fulfilled their roles. In addition, they had a chance to observe program placement meetings and consult with specialists and strategists about their roles and responsibilities. Several meetings were engaged in during the placement sessions to understand how to prepare and replicate aspects of the Calgary initiative.

School calendar issues plagued placements assignments as PD Days, organizational days, exams, sports events, interviews and other school activities; all took

time away from the classroom experience. Despite these interruptions and placement outside of areas of interest, participants found this experience and learning most valuable.

Program Requirements

The program is designed to enhance the ability of new teachers to work with some of the CBE's most complex and diverse learners. Participants were given presentations, workshops and strategic placement experiences in a variety of areas thought essential. However, when afforded the opportunity to state what the program should be like the following topics were suggested as critically important, relevant and highly useful to them as a new teacher.

- Personalized Learning (UDL and Differentiation)
- Inclusive Technologies for Learning (Assistive Technology)
- Site Tours
- TCI, (Therapeutic Crisis Intervention), CPI, (Nonviolent Crisis Intervention) Mandt or SIVA (Supporting Individuals through valued attachments)
- Supporting Positive Behaviour in Alberta Schools
- PDD / Autism
- All About IPPs / Special Education Coding
- Deaf and Hard of Hearing Programs
- Supporting First Nations, Métis and Inuit (FNMI)
- Introduction to Psychological Assessments
- Learning Disabilities
- Mental Health Programs and Supports
- Programming for ELL Students
- Directing and Working with Educational Assistants
- Standards for Special Education and AR 3003
- Ethics and FOIP
- Modifying and Adapting Curriculum
- Assessment
- Diversity in all its aspects
- Vision Issues

Workshop Presenters

There were few presenters who were not affiliated with the CBE. The list serves as a “Who is Who” directory, as well as a Resource List of persons who has a generous passion and dedication for students.

Comments from Calgary Participants

Without exception, the experiences of the 22 teachers in the Calgary New Teacher Orientation and Training Program were positive:

“This is the best way to begin a teaching career.”

“It is nice to know that CBE is willing to spend the resources to ensure I begin this journey on the right foot. I am excited and passionate and know where to turn when issues arise.”

“Getting hands-on experience, visiting various sites and participating in sessions is a wonderful way to begin my career with CBE.”

“I truly feel blessed to have been a part of it.”

“The connections, relationships, skills and knowledge I have gained are priceless.”

“I felt confident after graduating teacher’s college and that was a mistake. The last 7 weeks made me realize the true dynamics of a classroom and I feel prepared for any situation.”

“I feel more confident going into my career than I did when I finished school.”

“The language of the CBE is so diverse, learning about it and being part of it has helped me immensely.”

It has truly been an amazing experience where experienced teachers surround us and specialists who are passionate about children and education.

“The program has been an overwhelming yet exciting opportunity.”

“The program has served as an excellent transition between my university education and my future career as a teacher.”

“The amount of resources was phenomenal.”

“I believe people from the U of C should audit this cohort and bring the information into their program.”

“I feel a deep sense of community within the CBE. I now know who to contact and what to do in a variety of situations.”

Section 2

Northland School Division #61 Beginning Teacher Institute

Introduction

The following overview of the Northland Beginning Teacher Institute, (NBTI) will deal with the period prior to the end of the Calgary participation and up the conclusion of the Northland School Division Beginning Teacher Institute. It will comment on the strategic preparations, organization and planning, participants' response and efforts at sustainability.

Strategic Preparations

When the literature is reviewed on the preparations for the NBTI, several things are noticeable. The goals for the institute, a mechanism for mentorship and a distinct philosophy can be described as being the ingredients for the preparation that would give fruition to an extended induction approach for the jurisdiction. Added to this mixture was the Calgary experience. *Section 1* - provided an overview of the Calgary program. Yet, the questions that baffled the Northland participants while they were participating were many, chief of which was, what was the actual purpose for being apart of the Calgary training? Before, elaborating on the goals for the NBTI, the mechanism for mentorship, and the associated philosophy, the question about why Calgary must be answered.

Participation in the CBE program came up suddenly. Details about involvement and where the sessions were to be held were noticeably imprecise. It was not until communication was made with a representative from Alberta Education, who was at the Calgary venue waiting. Upon connecting and a query on purpose, some of the wonderings surrounding participation was revealed. Essentially, Alberta Education wanted NSD participation in this event with the expectation that elements of the program could be implemented in the jurisdiction as funding was made available for a similar program geared at increasing teacher retention in northern communities.

The next step was to organize a meeting where the organizers from the CBE could meet with the Leadership team from Northlands. The purpose for meeting was to give the NSD team an understanding of how the CBE began its program and how the program evolved and to subsequently table to the NSD leaders the proposed plan for a three-week summer institute.

As a participant observer, the impression received was an obvious tepid interest by the NSD delegation in the CBE approach. They listened attentively to the presentation made by the CBE delegation and the invited delegation from the DDRC, but hardly asked any interrogative questions. The impression communicated was that leadership of NSD already had a conceptual plan and the CBE approach though explained did not fit into the NSD concept.

This perspective of a preplanned agenda and plan for the NSD Summer Institute was later revealed when the proposed plan from the NSD participants were taken and essentially received little consideration. In a subsequent meeting held in Slave Lake,

Alberta, the participants were treated with a degree of hostility when suggestions were made pertaining to the inclusion of Aboriginal content that was deemed unauthentic. Some of the barriers were deemed personality driven and further participation and suggestions were minimal, as obviously, the plan that was being developed had already existed and the search was really about how to implement it. Participating in the CBE program had another purpose that was working at cross-purposes. It was really about mentorship rather than about new teacher orientation.

Goals for the Institute

The goals for the Beginning Teacher Institute were set out in two documents. The first of which entitled, *Teacher Supporting Teachers: From Interim Certification to Permanent Professional Certification Through Mentorship Programming*. The second document was, *Teachers Supporting Teachers Beginning Teacher Institute*. These two documents contained goals for the institute, the mechanism for mentorship and the distinct philosophy that was guiding the preparation that would give fruition to an extended induction approach for the jurisdiction. What follows is the goals for the Beginning Teacher Institute as outlined in the documentation:

1. To set the context of Northland School Division and create an awareness of community culture new teachers will work and live within.
2. To create an awareness of the Aboriginal learner
3. To work within the Teacher Quality Standard to achieve quality teaching and learning for students

4. To provide a collaborative and cooperative working environment to create a community of teachers as learners
5. To retain quality teachers within the division.

It was obvious that the Beginning Teacher Institute was really an event with a larger goal that being the vehicle for a mentoring process.

The Mentorship Mechanism

The mechanism for the mentorship program was outlined thoroughly in the first of the two documents referred to above. The reader would do well to refer to this document. As this document provides a good overview of the proposed project for mentorship within the jurisdiction. It sets out the provision for beginning teachers and outlines what is thought to be the division's expectation. These expectations included the following aspects:

1. Building Relationships
2. Creating a Culture of Belonging
3. Planning and Instruction
4. Classroom Management
5. Assessment

The mechanism called for the dedicated deployment of three full-time Education Coaches to be identified through a set of criteria aimed at meeting the responsibilities of guiding/supporting beginning teachers. The Educational Coaches would work in consultation with Pedagogical Supervisors to complete program management plans and the identification of mentorship activities.

Goals of the Approach to Mentorship

The goals driving the mentorship of new teachers and teachers in a prequalification stage before Permanent Certification were set out as.

1. To ensure that beginning teachers and those new to the province develop the knowledge, skills and attributes needed to successfully transition from interim to permanent teacher certification;
2. To work within the Teacher Quality Standard to achieve quality teaching and learning opportunities for students;
3. To provide collaborative and cooperative working environments to create a community of teachers and learners;
4. To provide for the personal and professional welfare of beginning teachers;
5. To provide for on-going professional development that meets the individual and career needs of beginning teachers;
6. To be aware of personal cultural diversity within the classroom, school, and division;
7. To provide for the transmission of school and division culture;
8. To have beginning teachers aware of the community culture they work and live within;
9. To provide for on-going professional development that meets the individual and career needs of veteran teachers/principals/supervisors taking on or assisting in a coaching roles;

10. To provide for on-going professional development that meets the individual and career needs of Educational Coaches;
11. To retain quality teachers within the profession.

A Distinct Philosophy

The philosophy that underpinned both the NBTI and the TSTMP is based on the Teacher Quality Standards, (Ministerial Order #016/97) and the Teacher Growth, Supervision and Evaluation Policy (Guide to Education 2008-2009) and to a large extent the Northland's Mentorship Program (2010-2011). There is also the espoused belief that quality learning begins with teachers who have the knowledge, skills and confidence to meet the educational needs of Aboriginal students. As NSD has the highest proportion of First Nations, Métis and Inuit (FNMI) students compared to all other school divisions in the province. The primary focus of the institute is to prepare system teachers to support the Aboriginal learner with the jurisdiction and within the communities.

Thus, the NBTI was a formal way to bring together experienced teacher and teachers new to the profession and for that matter also new to the division. Provide them with professional development that would enhance student learning and engagement in the classroom, schools and community. This would be embedded with the aim of retaining teachers in the system for a period beyond the first year. In addition, the mechanism would allow for an increase of teaching and leadership capacity with the division.

Organization and Planning

For the most part, organization and planning was under the leadership of one individual. The dimensions of the organization changed when positions that stood vacant for a period was eventually filled with these newly employed personnel joining there was a sense that a team was in place and the scope of the planning became more inclusive. Several organizational meetings were held, one of which was convened in Calgary, as previously mentioned. Towards the early part of August, just prior to the NBTI the group was brought together for a week to assemble boxes of resources and to prepare for the institute.

The plan that was tabled in Calgary, which was based on a three-week long institute, the plan for this is located elsewhere in the document, was not really adopted by the group. Instead, what evolved was a two-week plan embedded with aspects of TRIBES programming that was being piloted in fives schools as an AISI Cycle 4 initiative.

Comments from Northland New Beginning Teacher Participants

“I wish that I had had this opportunity to attend an orientation like this before my first year of teaching. This has been wonderful not only in building skills, but also in building relationships amongst our peers that will be invaluable in the year ahead. Even as a teacher with some experience, I have found this experience will enhance my skills and the experiences my students will have in the coming year.”

“This 2-week orientation has been the most beneficial event I have attended! All of my anxieties over my inexperience and lack of skill have been dispelled! Thank you! The experiences and opportunities have been really eye opening!”

“I feel, this introductory to Northland Division was very beneficial in multiple ways first, we were provided with a great deal of resources, second we were taught many different strategies for dealing with communities within the division. Third we had the chance to meet all the new teachers and many of the administration. That made the introduction to the division very pleasant. It gave me a sense of belonging to the district.”

“The presentations have been very helpful but some were too long. The example stories and discussions have been driving the point home for me. The presenters have been doing a great job of modeling routine and procedures that they are teaching us. They have done a great job introducing us to new ideas, strategies and insight for teaching up north.”

“I have found the last week and a half very helpful. Some topics were a review, some very new. I hope that this continues every year and hope that next year I can be a part of this again. I have met many great colleagues and friends that I know will help me in my new career.”

“The topics, although heavy (some) have been amazing! I feel much more confidant going into my new school. Resources have helped me. I haven’t had time to read them all but I can’t wait to!”

“These last 2-weeks have been energizing- the presenters gave us lots of practical stuff. I feel supported by colleagues, admin! This is the most wonderful teacher training I have had in my 6 years of teaching – Bravo Northland!”

“A good informative group of sessions. A lot of materials was covered, maybe break the group into experience levels as some is repetitive for more experienced teachers.”

“I came into the new teacher orientation with somewhat negative feelings as I was leaving my family and home for two weeks. My attitude instantly changed as I was welcomed as part of the division family. As a teacher going into my fifth year, I was concerned many of the sessions wouldn’t be informing for me. I have learned so much in this conference and am feeling excited, anxious, and confidant to continue my teaching career. I will take away various resources, supports and memories to help me for this school year and many more to come.”

“This orientation has been extremely useful and appreciated. I am from London, Ontario and moving to Alberta is a big step for me. This will be my first year teaching, but the Education Coaching staff has eased a lot of my anxieties considerably. They have

planned a very action-packed 2 weeks providing us with many wonderful resources. We have been educated in not only what the schools and students are like, but also the communities as a whole. It has provided me with more confidence in my abilities to teach effectively in the community.”

“The two week orientation has been a helpful and enlightening experience. I feel appreciated as a new member of the Northland School Division team. The education coaches and guest speakers are supportive and knowledgeable in their respective crafts. Without the orientation my apprehension levels would be much higher. In closing, I have learned a lot and I am encouraged to begin my teaching career.”

“I am very happy to be working for Northland!! I feel very supported and cared about! I feel valued and appreciated as a new teacher. Thank you so very much for all the advice and information! I feel prepared to take on the excitement and challenges that this coming year has in store for me. Love all the books and games – thank you for caring.”

“First and foremost, I would like to extend a big thank you for the past 2 weeks. As a new teacher I was both nervous and excited about the upcoming school year. Being here and meeting everyone who is in the same position as me eased my anxiety by half and doubled my excitement. It was such a fantastic learning experience and it was nice to be able to put a face to my fellow colleagues, administrators, and mentors. The information, resources, relationships and knowledge I feel I gained from this program is invaluable and I highly recommend it continues to aid new teachers like me make the transition into our roles as new teachers of the Northland School Division. Again thank you.”

“I love the number of resources we got- very cool- It’s also so nice to be together to make connections. As with most PD the “real” and “applicable” ideas were most valuable. Some lectures felt a bit too theoretical or ideological. But, the personal stories were helpful. I’d focus on more teaching and procedure rather than ideology. But overall, I’m very impressed.”

“The last two weeks have been interesting. The chance to meet colleagues and forge relationships is invaluable. A lot of the information is not new to me, however, conversations, from those new to the profession helped me see things through new eyes. I’ve enjoyed the experience.”

Sustainability

Rogers, (2003) defines sustainability as the degree in which a program of change continued after the initial resources provided by a change agency are ended. He states, that unless an innovation is highly compatible with client’s needs and resources, and unless clients feel so involved with the innovation that they regard it as “theirs” it will not continue over the long term, (p.376). According to the author of the Northland School Division’s proposal for the Mentorship Program, sustainability would be achieved through four functions:

- Teacher retention rates for beginning teachers and those new to the province within the division, will increase;
- Knowledge, skills and attributes gleaned from best practice research and implementation will remain throughout the division;

- Northern Tier collaboration (HPSD, PRSD, and HFCRD) could lead to shared practices and resources.
- Success of the Mentorship Program pilot project could lead to sustainable funding from Alberta Education. (p.13)

From the list above, collaboration with the Northern Tier jurisdictions provide the best hope for continued sustainability.

Summary

Many jurisdictions are endeavoring to address the challenge of staff retention. They are opting to provide induction programs, which have shown to have a positive effect. The research of the literature on induction programs also have shown that the financial cost of delivering an induction program is less costly than the cost incurred when a teacher leaves after a year of teaching. This fact alone makes it necessary that jurisdictions fund programs that will reduce the cost of delivering educational programs to their students.

The Calgary Board of Education committed a portion of its resources over the past three years to a New Teachers Orientation and Training program that has yielded 90 per cent retention of teachers and has benefited in nurturing a crop of them for leadership assignments. Following this, the thrust of teacher retention, the Northland School Division through a mechanism of a Mentorship and Induction Program, is hoping to change the tide of teachers leaving the jurisdiction by implementing a program where by teachers support teachers as well as, hoping to sustain this effort through collaboration with other jurisdictions.

Results from Induction Programs can be phenomenal. Similarly, a strong supportive culture for coaching and mentoring beginning teachers, during a time of change; can help develop greater loyalty, involvement and commitment, which in tangible terms are manifested in increased motivation, effectiveness and professionalism within teachers. The added support within the Division with sustained development could produce results that will be truly phenomenal.

Resources

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A Plan for a 3-week Teacher Induction Program for Teachers Working with Northern Aboriginal Communities

Outline of Workshops for Week #1

Goals of Day #1 Welcome and Introductions

- To ensure a welcoming atmosphere is established for beginning teachers.
- To make connections with beginning teachers and divisional staff.
- To review Northland history and it's three year plan
- To provide a useful set of resource materials
- To provide an opportunity to build relationships between beginning teachers

Goals of Day #2 Cultural Awareness and Diversity

- To sensitize the new teacher to the cultural context of Northland Schools
- To foster an appreciation of cultural diversity
- To provide information about historical events that impacted aboriginal communities.
- To create a better understanding of the issues surrounding aboriginal people
- To advocate for the building of healthy relationships among students, parents and the community.

Goals of Day #3 Supporting Positive Behaviors In Northland Schools

- To facilitate academic achievement in a safe and supportive learning environment.
- To encourage a healthy social development amongst students in a supportive learning environment.
- To provide effective strategies to improve behavior outcomes.
- To give new teachers strategies to minimize interference with the learning environment.
- To aid an awareness of how crucial it is for teachers to build relationships with their students.

Goals of Day #4 Differentiated Curriculum and Learner Profiling

- To provide an overview of what Differentiated Instruction is.
- To stress the value in building student profiles prior to planning.
- To emphasize the importance of planning with a purpose.

- To boost learning using Differentiated Instruction Strategies.
- To show teachers a number of websites and resources that support Differentiated Instruction.

Goals of Day #5 Setting Up an Inclusive Classroom and the Utilization of Support Staff

- To encourage beginning teachers to build classrooms that welcome and support all learners.
- To establish effective strategies that support inclusion in the classroom.
- To develop an understanding of the school act that supports inclusion.
- To provide strategies that will create an environment that highlights inclusion.

Outline of Workshops for Week # 2

Goals of Day #6 Cultural Awareness and the FNMI Learner

- To explore sample strategies that classroom teachers could use to create opportunities for FNMI students to be successful learners.
- To provide credible information on FNMI cultures and perspectives and the importance of family and community involvement.
- To obtain the shared wisdom from Elders and FNMI scholars and related stories from teachers of FNMI students.
- To understand the cultural implications of classroom assessment and grading practices
- To develop multiple approaches to assessment that will support the learning needs and strengths of FNMI students.

Goals of Day #7 Speech and Language Services

- To understand the emergence in children of a properly organized speech sound system
- To understand the three aspects of phonological development in young children
- To identify the characteristics of young children's speech.
- To explore the group of language disorders that affect children's ability to develop easily understood speech patterns.
- To demonstrate the use of technology to deliver speech rehabilitative services.

Goals of Day #8 Therapeutic Crisis Intervention

- To help children learn developmentally appropriate and constructive ways to deal with feelings of frustration, failure, anger and pain.
- To give teachers the sensitivity to respond to both feelings and behavior of children in crisis.
- To provide the skills, knowledge and attitude to help young people when they are at their most destructive.
- To develop an appreciation of the influence that adults have with children who are troubled.
- To aid an awareness of how crucial it is for teachers to build relationships with their students.

Goals of Day #9 Therapeutic Crisis Intervention

- To more effectively manage and prevent crisis situations with children.
- To feel more confident in their ability to manage crisis situations.
- To work as a team to prevent, de-escalate, and manage acute crises.
- To strive for better reporting, documentation and monitoring of incidents

Goals of Day #10 Therapeutic Crisis Intervention

- To instruct in a climate where fewer physical restraint episodes are needed
- To establish safeguards against injuries to children and staff as a result of physical restraints.
- To increase knowledge and skill on the part of teachers to handle crisis episodes effectively.
- To develop an attitude among teachers on the use of physical action in crisis situations.

Outline of Workshops for Week # 3

Goals of Day #11 Special Education Documentation and IPPs

- To establish what documents should be placed in the Special Education Student Record and how it should be organized.
- To explain the purpose and function attached to each document found in the Special Education Student Record.
- To review and list the other school documents that should be included in the Student Record.
- To orient the teacher on how to understand Psycho-Educational assessments
- To give a practical experience in creating an IPP.

Goals of Day #12 Special Education and Mental Health

- To discuss the Northland School Division Referral Package and the language need in completing the package.
 - To review the Northland Special Education Manual highlighting all critical areas
 - To explore how codes for coded students are given in the division.
 - To spotlight the various Mental Health partnerships and linkages in some schools
 - To provide a practical experience in writing a meaningful Behavior Support Plan
- FASD and Learning Disabilities**
- To familiarize teachers with the contents of Teaching Students with Fetal Alcohol Spectrum Disorder: Building Strengths, Creating Hope.
 - To familiarize participating teachers with defining features, diagnostic terminology, characteristics of FASD.
 - To familiarize participants with key concepts for planning effective educational programming for students with FASD.
 - To familiarize teachers with the contents of Unlocking Potential: Key Components of Programming for Students with Learning Disabilities

Goals of Day #13 SPED/SHIP/ERECS and CASE

- To orient teachers to the wrap around services provided by these regional agencies.

- To ensure teachers submit complete and appropriate referrals to SHIP, ERECS and CASE for services.
- To familiarize teachers with the eligibility criteria for service provision.
- To emphasize to teachers that a team approach is essential for success in school.
- To aid an awareness of how crucial it is for teachers to build relationships with their students and the agencies that serve them

Goals of Day #14 Technology and Innovation

Maplewood Classroom Manager System

- To give teachers an understanding of the procedural philosophy behind Maplewood as well as its capabilities.
- To familiarize teachers with the classroom manager system for recording attendance
- To teach attendance codes required for attendance registers.
- To assist teachers in setting up class lists and creating student profiles.
- To familiarize teachers with the school calendar

Goals of Day #15 Technology and Innovation

SMART Board/Video Conferencing

- To assist teachers in learning the tools available with SMART boards.
- To give the teachers opportunity to learn about SMART Notebook software.
- To encourage teachers to use SMART boards effectively and creatively to enhance lessons.
- To encourage teachers to use SMART boards as a means to activate student interest.
- To encourage teachers to use SMART boards effectively and creatively to increase student performance.
- To supply beginning teachers with a bank of valuable resources related to the utilization of SMART boards.
- To familiarize teachers with the video conferencing system and how to set it up.
- To encourage teachers to utilize video conferencing to administer year long or term based learning without boundaries of distance.
- To encourage teachers to utilize the system to engage with and collaborate with other beginning teachers within the division.
- To assist new teachers with resources available in utilizing video conferencing.
- To demonstrate how video conferencing can bring lessons to life and increase student response to this form of interactive education.

Wind-Up Celebration